|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2009-2010**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit:** I HOW WE EXPRESS OURSELVES  Maths (Shapes hunting) | | | | | **Driving  Supporting  Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | Style  Mastery  Understanding  Interpersonal  Self-expressive | | | Intelligences | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicator:**  Compares and describes 3D shapes using Maths vocabulary: sphere, cube, rectangular prism, cone, cylinder and pyramid. Faces, edges and vertices. | | | | | | **Skills: Application, Analysis** | | | | | |
| **Materials:** Things around school; Clipboard; paper (T chart ) | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** Week 5 Sept. 12-16 | | | **Time: 45´** | | |
| **Description** | | | | | | | | | | | |
| **Opening:**  The teacher will remember each 3D shape names and features with the children. After that, the teacher explains that there are many things around school that have the same shape than 3D shapes. (lunch box/rectangular prism)  **Main Activity:**  The teacher will use an example to compare 3D shapes with something found in the classroom. Then, students should find something that has the same shape than the ones, 3D shapes, around school using a chart to relate each concept. | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Ask the children to share what they found. | | | | | | | | | | | |